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ABSTRACT

Oneonta and the campus of the State University have been the principal home of the Saturday Seminar Program from its beginning in 1958. Oneonta is the center of a sparsely-settled rural region of New York and the area has many small schools with an average size, K-12, of about 400. Since smaller enrollments often limit the range of course offerings, the Saturday Seminar Program has attempted to provide academic enrichment for gifted students from these small schools. It does not give college credit and it is not advanced placement. The program is fiscally independent of outside grants. There are 10 sessions in each term (September-December and January-May); local districts usually pay the fee of \$45. By its 25th anniversary the program had served 9,913 students. For 23 years only students in grades 7-12 were eligible; the Young Learners Program--grades 3-6--was added in the fall of 1981. The report traces the 25-year evolution of the program, lists the 47 schools that have participated by year and by enrollment, and provides a bibliography about the program. The appendix contains a list of subjects offered in each seminar and pictures of participants and the educational facilities. (BRR)

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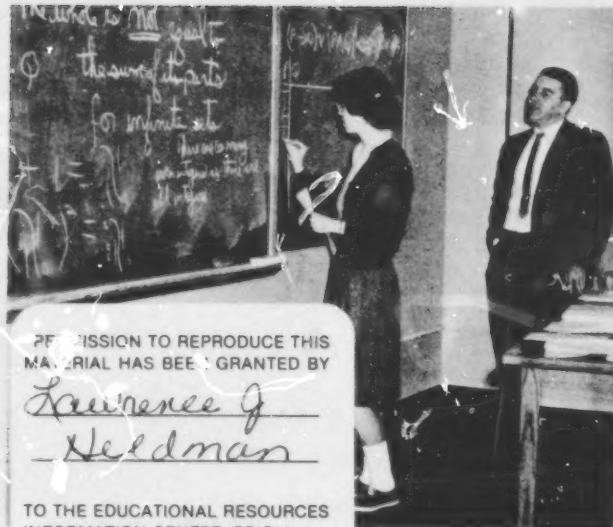
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1958-1983



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of a
Good Idea*

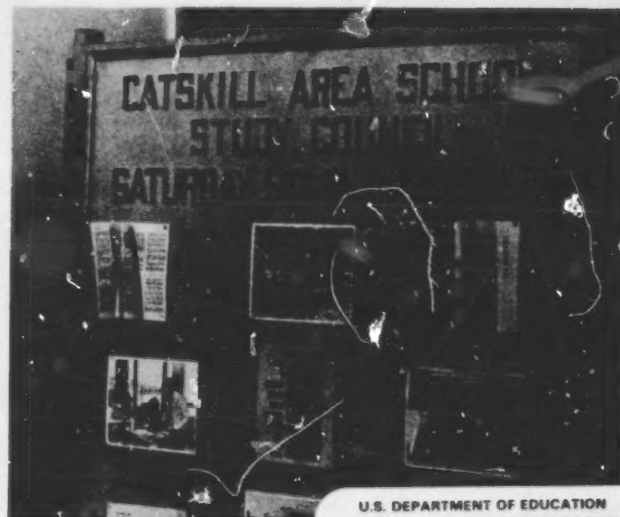
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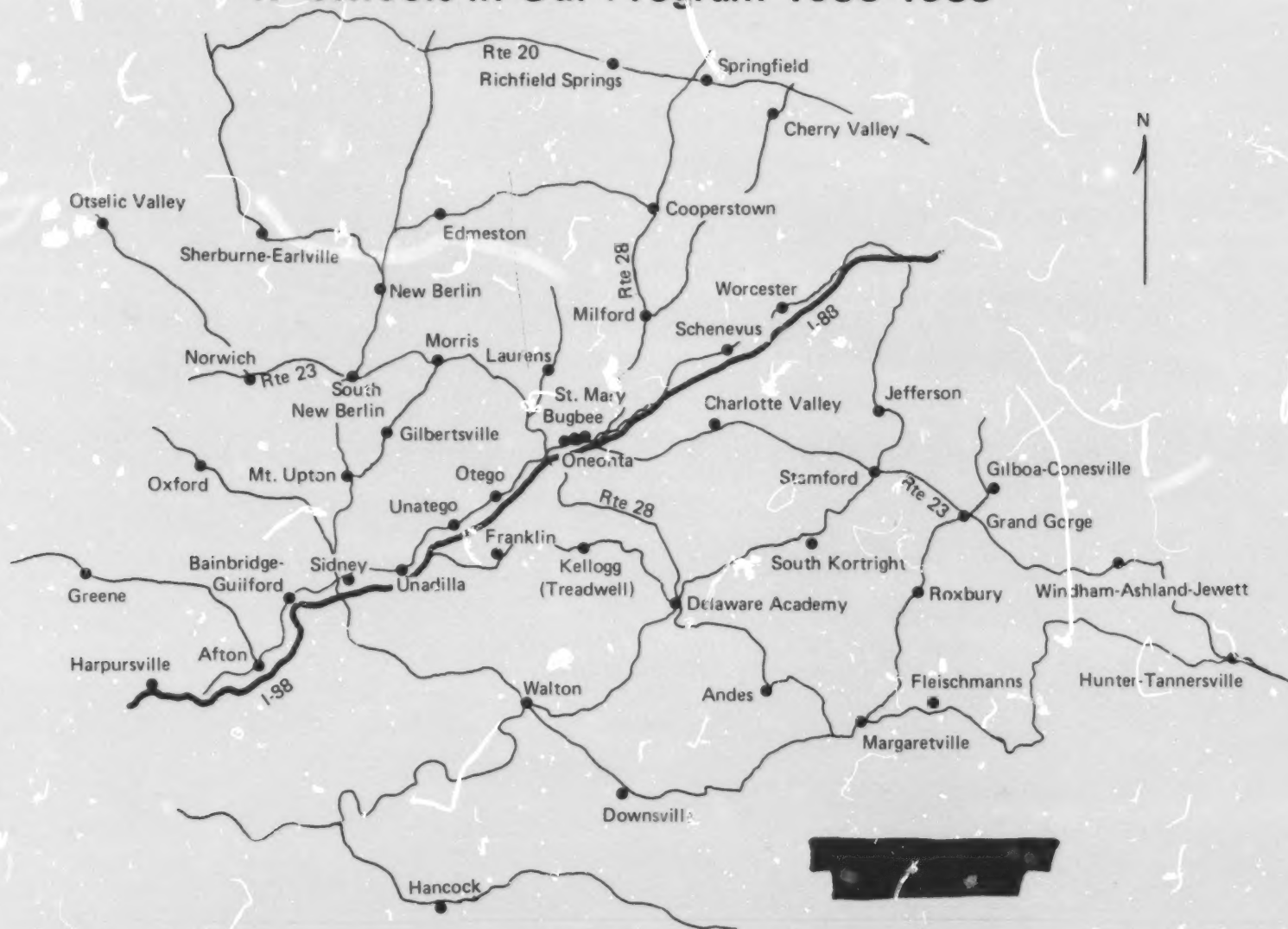
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47 Schools in Our Program 1958-1983



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THE CATSKILL SATURDAY SEMINARS

1958 - 1983

25 YEARS

OF

A GOOD IDEA

BY

ROBERT M. PORTER

COORDINATOR

SATURDAY SEMINARS

CATSKILL AREA SCHOOL STUDY COUNCIL

STATE UNIVERSITY COLLEGE

ONEONTA, NEW YORK

MAY 1983

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FOREWORD

The Saturday Seminar Program, now in its twenty-fifth consecutive year, demonstrates the need for cooperation and flexible initiatives to supplement the education of our young people. It is a voluntary arrangement, financially self-sustaining that utilizes the resources of the region to add to the educational opportunities now provided by our local schools and other institutions. Its offerings are constantly changing and do not attempt to duplicate opportunities already available.

The success of the program can be attributed to the cooperation of the member schools and the State University College at Oneonta as well as to the vision of those who conceived the program twenty-five years ago.

Dr. Robert Porter, Professor of Education at the State University College at Oneonta, has been the coordinator of this program from the beginning. His tireless efforts on its behalf have paid good dividends to the 9913 students who have participated.

The twenty-fifth Anniversary Celebration is thus dedicated to him - his hard work, his imagination and his success.

Lawrence J. Heldman
Executive Secretary

ACKNOWLEDGEMENTS

In a publication after the first decade of our seminar program, I wrote "I must acknowledge the splendid cooperation this program has received from all persons connected with the State University College at Oneonta (SUCO), where I serve as Professor of Education." This statement is certainly still true. Presidents and Vice Presidents, Royal F. Netzer, Clifford S. Craven and Carey W. Brush have generously made needed facilities available. About 100 SUCO Professors have served as instructors. Hartwick College has on occasion offered its facilities and staff. Principals, guidance counselors, and teachers in the participating schools have likewise been most helpful.

A succession of executive secretaries of the Catskill Area School Study Council has shaped and guided this developing program:

James J. Sampson	1951-1958
Noble Gividen	1958-1960
James J. Sampson	1960-1965
John Wilcox	1965-1967
F. Douglas Bowles	1967-1968
Lawrence J. Heldman	1968-

Mention should also be made of the contributions of various secretaries with the Study Council office. Mrs. Evelyn Lower held that position longest during our first 25 years and continues to contribute her outstanding talents as financial secretary. Mrs. Mary Ann Mazark, our current secretary, is equally adept in meeting the needs of our program.

Dan Ficknor has been unfailingly helpful in providing publicity and photographs, some of them in this publication. We appreciate the work of Nick Barberio, Carl Horner and Don Ball in providing photographs.

The Oneonta Daily Star's Bill Gates and Anna Elwyn have given full support, instructional and otherwise.

We should not forget the splendid cooperation of Oneonta's Fox Hospital - its administration and its staff - for allowing us to offer the Anatomy of a Hospital seminar.

Mrs. Sally Mullen, coordinator of our Young Learners division, and her staff of instructors have allowed us, beginning in the fall 1981, to expand our offerings to include youngsters in grades 3-6 of area schools.

Robert M. Porter

MEMBERSHIP OF THE CATSKILL AREA SCHOOL STUDY COUNCIL

Afton Central School
Andes Central School
Bainbridge-Guilford Central School
Charlotte Valley Central School
Cherry Valley Central School
Cooperstown Central School
Delaware Academy & Central School
Downsville Central School
Edmeston Central School
Franklin Central School
Gilbertsville Central School
Gilboa-Conesville Central School
Hancock Central School
Jefferson Central School
Laurens Central School
Margaretville Central School
Milford Central School

Morris Central School
Mount Upton Central School
New Berlin Central School
Oneonta City School District
Schenevus Central School
Sidney Central School
South Kortright Central School
South New Berlin Central School
Springfield Central School
Stamford Central School
St. Mary's School-Oneonta
Unatego Central School
Walton Central School
Worcester Central School
Greene #2 BOCES-Stamford
Delaware-Chenango BOCES-Norwich

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EXECUTIVE SECRETARY

Dr. Lawrence J. Heldman

47 Schools in Our Program 1958 - 1983

Afton	Margaretville
Andes	Milford
Bainbridge-Guilford	Morris
*Bugbee(SUCO)	Mt. Upton
Charlotte Valley	New Berlin
Cherry Valley	Norwich
Cooperstown	Oneonta
Delaware Academy & Central School	Otselic Valley
Downsville	Oxford Academy
A. S. Draper(Schenevus)	*Otego
Edmeston	Richfield Springs
*Fleischmanns	Roxbury
Franklin	St. Mary's-Oneonta
Gilbertsville	Sherburne-Earlville
Gilboa-Conesville	Sidney
*Grand Gorge	South Kortright
Greene	South New Berlin
Hancock	Springfield
Harpursville	Stamford
Hunter-Tannersville	*Unadilla
Jefferson	Unatego
*Kellogg(Treadwell)	Walton
Laurens	Windham-Ashland-Jewett
	Worcester

*Former School Districts

An average of 28 schools have participated each year in our program in the 25 years 1958-1983.

PARTICIPATING SCHOOLS & STUDENT ENROLLMENT

Year	Number of School Districts	Number of Students	Spring	Summer	Overseas	Student Total
1982-83	33	351	512			863
1981-82	29	213	318			531
1980-81	25	150	101			251
1979-80	26	95	141			236
1978-79	24	85	109			194
1977-78	23	109	121			230
1976-77	22	86	98			174
1975-76	27	129	188			317
1974-75	23	149	168		51	368
1973-74	24	173	154		58	385
1972-73	31	170	222		67	459
1971-72	37	238	189	30	27	484
1970-71	29	216	140	60		416
1969-70	29	151	151	105		407
1968-69	30	228	155	86		469
1967-68	33	215	167	131		513
1966-67	30	237	280	154		671
1965-66	32	204	204	184		592
1964-65	30	194	199	186		579
1963-64	32	198	196	81		475
1962-63	34	160	180	27		367
1961-62	33	203	203			406
1960-61	23	116	116			232
1959-60	24	90	115			205
1958-59	16	35	54			89
Grand Total.....						9913

THE SATURDAY SEMINAR PROGRAM OVER THE YEARS

Did Sputnik, Oct. 4, 1957, mark the start of America's concern for the gifted? No, but it increased it. Remember the Russians' jeering comment: "We can put up a basketball, but you Americans can't even put up a grapefruit?"

America was shocked into action. More literature on gifted education appeared in the next five years than in all the previous years. 90% of all formally published articles, chapters, or books on gifted children and gifted education reported in Psychology Abstracts between 1927 and 1965 occurred after 1950. More than half of the 90% was published between 1959 and 1965 in the post-Sputnik era.¹

Attention began to focus on school programs for the gifted. It was probably not coincidence that our Saturday Seminars For Able and Ambitious Students began in the fall of 1958.

THE DEVELOPMENT OF THE PROGRAM

This college campus based Saturday morning program for able and ambitious high school students was originally conceived in a proposal submitted to the Ford Foundation. It was written and implemented by a team of educators from State University College at Oneonta (e.g., Noble Gividen, Jerry Firth, James Sampson, Robert Porter), Columbia University (Frank W. Cyr) and a group of area schools represented by the Catskill Area School Study Council. The funded proposal "The Catskill Area Project in Small School Design" had many objectives and many successes but the most significant has been the "Saturday Seminar Program" with its 25 years of uninterrupted service.

Oneonta and the campus of the State University have been the principal home of the program from the beginning. It is the center of a sparsely settled rural region of central New York State extending from the Pennsylvania border at Hancock on the South to Cherry Valley and Springfield on the North. From East to West the area extends from Windham and Hunter to Otselic Valley in Chenango County, roughly a hundred miles by a hundred miles. The road network connects the many villages and towns following old turnpikes and Indian trails which in turn followed the valley's rivers and streams left by the retreating glaciers. In other words, very few roads travel in a straight line and this combined with a winter storm can make 50 miles a long trip. Schools in the region are for the most part "Central Schools." They have grown through the art of combining two or more smaller schools. In the minds of those not familiar with upstate rural New York this would still seem to be small schools. The average size, K-12, at the time the Saturday Seminar program began was a little over 500 students. Today that figure would be closer to 400 students with the smallest district about 200 and the largest about 2500.

Small schools can offer many positive opportunities for their students but there are also limitations particularly in terms of academic variety. In simple terms, the Saturday Seminar Program attempted to provide an enriched academic opportunity for able (gifted) students who were willing to give up their Saturday mornings. Over the years it provided an ever broadening menu of opportunities while avoiding duplication of existing programs. It does not give college credit and it is not advanced placement. It is an enrichment program using the resources of an academically rich community and sharing them with the able youth of the area. It

is celebrating its 25th anniversary fiscally independent of outside grants and totally dependent on the quality of its program to attract the able and ambitious on a cold Saturday morning in an environment of increasing choices. In September 1983 we will expect our 10,000th student.

From a small start of 35 juniors and seniors from 16 schools in 2 seminars - math and science - the idea caught on so that over the years 47 schools in a four-county area around Oneonta have sent 9913 able and ambitious youngsters to Oneonta for Saturday classes. Some schools have merged. Some send students during certain years. In any one year about 33 schools are involved. There are 10 sessions in the first term (September-December) and 10 in the second term (January-May). They run from 9:30 a.m. until 12:00 noon, with a 15 minute break at mid-session.

In describing this program Elizabeth Pascal, writing in a Fund for the Advancement of Education publication, noted that "special provision for gifted students need not be limited to large city systems, to private schools, or to wealthy communities. The staffs of rural high schools may be limited in size, but ingenuity may more than compensate for that limitation."² The village and towns come in two sizes: small and very small. Many have populations in the 1500-2500 range. The largest municipality and only city contributing its students to this program is Oneonta with a population of 14,931. It is the hometown of Collis Huntington (Southern Pacific R.R.) and S. S. Van Dyne (mystery stories). Konstanty's (athletic equipment) on Main Street means Jim, the National League's most valuable player in 1950. Six and one-half miles from Oneonta is Daniel Patrick Moynihan's 600 acre dairy farm. For use of the land a tenant farmer pays Moynihan \$350 and 23 gallons of maple syrup yearly.³

The Saturday Seminar Program has received national recognition through references to it in such books as SCHOOLS OF TOMORROW-TODAY⁴ and ENCOURAGING THE EXCELLENT², and through articles in such publications as FARM JOURNAL⁵, GIFTED CHILD QUARTERLY⁶, NEW YORK STATE EDUCATION⁷, THE SUPERIOR STUDENT^{8,9}, NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS BULLETIN¹⁰, and G/C/T¹¹. Educators from eighteen states and foreign countries have visited the Catskill area to secure first-hand information about the seminars. It has served as a pilot project for several similar programs elsewhere.

This book will not go into detail about developments and changes over the years. These have been put into the record in numerous publications (see bibliography), and in yearly reports to the participating schools. Certainly it has been rightly termed "one of the oldest and best-known Saturday Programs" (Karnes)¹¹.

RATIONALE

There are no examinations, no compulsory assignments, no grades given. In some seminars there are suggested assignments: a written composition in Expository Writing, the reading of Medea in Communication in the Arts, for example. Some instructors would like to make mandatory assignments, but the feeling of the Study Council's Board of Trustees has been against this. Our students are already the busiest individuals, the leaders, the get-up-and-go people of their schools. It is the philosophy of this program that no further burdens should be placed on them. In the words of one publication of the gifted, "many highly capable and talented students are overscheduled and excessively programmed in and out of school to the extent that individuality is submissive to adult directed performance"¹². It is recognized that there are many competing interests, many other demands on these able and ambitious high schoolers. Participation is entirely voluntary. For some eligible youngsters it is no doubt better that they spend their Saturday mornings in other pursuits. They must make choices.

THE BILL OF FARE

In the past 25 years we have offered a wide variety of seminars. Examples: Genetics, Astronomy, Aviation Ground School, Meteorology, Biological Lab Techniques, Mathematics, Organic Chemistry, Expository Writing, Thinking About Literature, History of the Black Man in America, Earth Science, Data Processing, Communication in the Arts, Current Economic Problems, Modern Russia, Music Appreciation, Space Science, Conversational German, Psychology of Sleeping and Dreaming, Wood Sculpture and Oriental Philosophy. An innovative offering called Century 21 featured speakers on medicine (organ transplants), banking (instant credit and payment by computer), space exploration (the heavens above), foods (the American kitchen, circa 2000), engineering, criminology, oceanography, transportation, with predictions of things to come. For a complete list see Appendix.

To quote Dr. Lawrence J. Heldman, SUCO Professor and Executive Secretary of CASSC, "some seminars are trendy". Some have a few years of popularity. Yoga was popular in the early 1970's. Now interest has waned. Some - Psychology of the Self and Still Photography had a long period of popularity. Computer Programming is the present champ. An Introduction to the German Language attracts enough students for only one term per year.

A noted criminologist offered a seminar called Crime, Criminals, and Prisons in 1970 and for the 1976 Bicentennial, a retired artisan was glad to offer American Arts and Crafts. Television Studio Techniques featured hands-on training as students produced their own shows.

In the summer of 1968, a seminar on Canada Today included 10 sessions here on campus followed by a 5 day field trip to Ottawa, Montreal and Quebec. In the fall of 1969 we offered a seminar by telephone from our college campus to the Hunter-Tannersville Central School. While meeting with students in Hunter-Tannersville Central School, 45 miles southeast of Oneonta for the first and last sessions, the instructor conducted 8 sessions by telephone from the college campus, with a school aide projecting transparencies in the classroom. This effort was do-able, but for various reasons was not continued. We have, on occasion, sent one instructor to a school (e.g. Earth Science in Grand Gorge, Karate in Afton).

Anatomy of a Hospital, a career exploration seminar, is very successful. Each Saturday morning is devoted to different specialists discussing an area of expertise - radiology, emergency room procedures, operating room procedures, nursing, physical therapy, respiratory therapy, food preparation, chaplaincy, mental health, and social services. One session was entitled Medical Imaging: X-ray, Nuclear Medicine and Ultrasound. When the ultrasound monitor showed a fetus and the doctor-radiologist explained that the slight movements detectable were a heartbeat, and the fetus hiccupping, the new discipline of fetology became a little more understandable to 31 students from 16 schools. Data Processing was first offered in 1965. In the seventies this turned into computer technology (Hello, what can I do for you?). With about 135 students and 4 instructors, it is currently the biggest drawing card.

In the late seventies, our numbers declined, and there were numerous non-academic seminars (Public Speaking, Karate, Jewelry Silversmithing, Gymnastics). In the past 3 years, our numbers have increased, and there has been a return to academics.

For 23 years we enrolled youngsters in grades 7-12. In fall 1981, the Young Learners Program for grades 3-6 was added, a move that materially increased the

numbers we serve. Mrs. Sally Mullen is the coordinator of this aspect of our offerings. Let her tell it:

In the fall of 1981 the Saturday Seminar Program was expanded to include younger children. Two courses were proposed with the hope of enrolling at least a total of 50 children between the ages of 9 and 12. Greek Mythology and Conversational French were the two courses offered. There was an enthusiastic response, and more courses were added to accommodate more children. Expansion has continued and at the present time the Seminars for Young Learners offer 12 courses to approximately 285 students from 33 schools in the Catskill Area School Study Council. A sampling of the courses that have been offered include: Greek Mythology, Conversational French I and II, Beginning Chemistry, Introduction to Microcomputers, Art Appreciation, Studio Art, Dramatics, Creative Writing, Music, Storytelling, Creative Problem Solving, Nature, Culture of India, Archaeology, Sign Language and a series on Creativity.

The objective of the Seminars for Young Learners is to enrich children by exposing them to content areas above and beyond a normal classroom situation and to broaden their horizons.

There have been defections too. For ten years (1963-1972) we ran summer seminars. One included a five-day field trip to Ottawa, Montreal, and Quebec. The need for summer employment felt by students and the transportation cost caused this part of our program to be done away with. For several years in the 70's, we ran two-week overseas seminars to England and Italy. Cost and interest have eliminated them too.

HOW DOES THE PROGRAM WORK?

Each semester I ask for proposals for possible seminars for the next term. I may receive 20 or 25 such proposals. Short descriptions are sent to our participating schools. If 18 youngsters sign up, a seminar becomes economically viable and is given. For a listing of the 1982-83 seminars, see the Appendix.

We usually get a foreign exchange student or two. (Postcard from India: "I remember those nice Saturday seminars. Here in India I am studying Economics and Sociology at college." Pankaj).

On one memorable occasion some years ago, Iraq's Said Ahmet was holding forth as guest speaker in a social studies seminar. While spending a year in a local high school, he was telling his American peers of a tempestuous life foreign to rural New York.

"Any questions?" Hands go up. "How were you treated as a political prisoner in an Iraqi jail?" "I prefer Oneonta, New York." "How do you tell the direction of Mecca when you are traveling?" "By a compass on my hotel room floor."

There have been several Rotary exchange students in our program. During one semester there was a Bolivian boy in Introduction to the Theatre. His father's occupation? - a professional theatre director.

HOW OFTEN DO THEY COME?

Sometimes students come just often enough to get a Certificate of Participation, given for attending 8 of 10 sessions. In the fall, attendance averages 80%, in the winter-spring term, 75%.

HOW MUCH DOES IT COST, & WHO PAYS IT?

From \$20.00 for a term of 10 sessions at the onset, the cost now is \$45.00. The local school districts usually pay it. In recent years there have developed several variations on the theme. Some districts pay for both terms; some pay for just one and anyone wishing to attend the second term pays the bill himself. Some districts pay part of the cost and the student pays the balance. A school board worried that \$45.00 may be wasted on an entrant who won't go the distance may say, "You pay the fee; we'll reimburse you if you finish the course successfully (i.e., get a certificate for attending 8 of 10 sessions)."

INSTRUCTIONAL SERVICES

Instructor-consultants receive \$45.00 per session. Some teach the whole semester's series of ten sessions. Less often a department, e.g., Biology, Psychology, offers a seminar in which five professors give two sessions each, or ten professors offer one session apiece. Additional money is allotted for supplies, books and assistance for each seminar as needed.

The Study Council Office prepares materials for the consultants at their request, arranges for audio-visual equipment, purchases the supplies and materials as well as stores materials left over from one semester to the next. For the most part, the money is used to purchase consumable materials or obtain classroom aides.

Instructor-consultants have a great deal of autonomy. Once their seminar has been accepted, they are responsible for carrying it out. In one interesting sense the seminars are self-regulating, for if the interest falls off the student attendance will probably reflect it.

TRANSPORTATION

Transportation is usually provided by the schools. This is often a cooperative venture; a bus from an outlying area may pick up students from other schools along the way. Some come in their own cars. There are several advantages in coming to the college campus. Youngsters see a college environment; they experience college instructors; there is opportunity for choice of seminar from among a variety of offerings.

EVALUATION

This is the most difficult and most important aspect of any program. Following Gordon Allport's suggestion that if you want to know how people feel about something, why not ask them, we do this in two ways. We ask students to fill out a questionnaire at the end of each seminar series (What did you like **best**? least? How could it be improved?). We also hold frequent meetings here at the college and invite the chief school officer, a guidance counselor, and a student from each school. Suggestions for new courses and new approaches such as indicated above have resulted from these queries and meetings.

Linda & Kevin come for several reasons: to see a college campus and college professors in action; to see members of the opposite sex from neighboring towns; "because it sounded like fun"; "because I wanted to find out what college would be like"; "I wanted to socialize and meet other students"; "I wanted to take subjects not taught in our high school".

SURVIVAL THROUGH THE ONLY REALITY - CHANGE

This, then, is the rural schools' enrichment program which Ford Foundation seed money helped set up in 1958. This is an optional learning environment that former New York State Commissioner of Education, Ewald B. Nyquist talked about. As he said, "In New York State, the number and variety of alternative learning patterns which already exist reflect initiative and courageous willingness to experiment." (13)

Why has the program survived through all these problems through twenty-five years of doubts (Coleman, Jencks, et al) and eroding confidence in public education? Here are some reasons:

1. It offers needs fulfillment, and people will go to considerable lengths to avail themselves of such an offer. One boy wrote in a seminar evaluation, "What did I like least about the seminar? Getting here. I usually have to walk 4½ miles or so to get to where I can catch the bus which brings me here. What did I like best? The dissecting. It's something we didn't do in my biology class at my school and I've learned a lot by it."

2. It is self-supporting. Its only support is tuition money. As Dr. Heldman points out, many programs fail when government funds cease. The "seed money" invested here in the first four years has caught on.

3. It is innovative, flexible, and changes with the times. Examples:

- a) We have offered overseas seminars as indicated above.
- b) We have increased the seminar choices available to students.
- c) We can shift easily to include academic honors and non-academic offerings.
- d) We have added more courses in technology - TV production, computer programming, still photography.
- e) We have the good fortune of being able to use the facilities and staff of the State University College at Oneonta as well as, on occasion, the facilities and staff of neighboring Hartwick College and the local schools, BOCES and Hospital.
- f) We have expanded the grades we serve. Originally, in 1958, we took 11th & 12th graders. Now we have students from grades 3-12.

IN SUMMARY

As this observer watches these youngsters pouring out of the yellow buses Saturday after Saturday on the SUCO Campus, he is mindful of the long line of able and ambitious persons nurtured in this geographical area. Collis Huntington's nephew, Henry E., an Oneonta native, once owned a large part of Southern California and he built one of the world's great libraries and art museums at San Marino (14).

George W. Fairchild, who put together IBM, was an Oneonta native and the Bundy time recorder, key feature in IBM's start (\$1000 invested then is worth \$18 million now) was developed here (15). Fairchild's son, Sherman (aerial cameras), also born in Oneonta, died one of the world's wealthiest men.

Isaac M. Singer, Fly Creek, made improvements in the sewing machine so that it would work. Lewis E. Waterman of Decatur devised the first satisfactory fountain pen.

Two famous men were born in Roxbury within a year of each other; Jay Gould, "Wizard of Wallstreet," was born in 1836, and John Burroughs, naturalist and author (27 books), was born in 1837. James Fennimore Cooper lived in Cooperstown, and Abner Doubleday is supposed to have started baseball there; today Cooperstown is the home of baseball's Hall of Fame. Twenty-five miles further northeast is the hamlet of Sprout Brook, industrialist Henry Kaiser's birthplace. Plenty of able and ambitious predecessors have led the way.

A mental hot foot never hurt anyone. To date over 9900 youngsters from the Catskills & environs have come to try the Saturday Seminars, and they're still coming.

In the 25th year of our program (1982-83), our numbers-over 500 students from grades 3-12-are the biggest in our history. It is the oldest (a quarter century) and largest (47 schools have been served, 33 are sending students currently) program of its kind in the nation, a prototype that is of interest to educators of the gifted. We have received numerous inquiries from all over the country as well as from Canada, Norway and Australia. We enter our second quarter-century with interest, enthusiasm, and a feeling of success. Sol sapiendae numquam occidet (The sun of learning never sets).

End Notes

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APPENDIX

FIRST YEARFall 1958

Mathematics
Science

Total Students - 35

Spring 1959

Mathematics
Science
Humanities

Total Students - 54

SECOND YEARFall 1959

Mathematics
Science
basic Humanities
Advanced Humanities

Total Students - 90

Spring 1960

Mathematics
Science
Humanities I
Humanities II
Social Studies

Total Students - 115

THIRD YEARFall 1960

Humanities I
Humanities II
Mathematics
Science
Social Studies

Total Students - 116

Spring 1961

Humanities I
Humanities II
Mathematics
Science
Social Studies

Total Students - 116

FOURTH YEARFall 1961

Humanities I
Humanities II
Mathematics
Science
Social Studies

Total Students - 116 (Experimental
Program)
87 (Tuition Program)

Spring 1962

Humanities I
Humanities II
Mathematics
Science
Social Studies

Total Students - 115

FIFTH YEARFall 1962 & Spring 1963

Humanities I
Humanities II
Mathematics I
Mathematics II
Science
Social Studies I
Social Studies II
Psychology (Spring Sem. only)

Total Students - 160 (Fall 1962)
180 (Spring 1963)

Summer 1963

Modern Japan
Art, Aesthetics & Painting
Composition

Total Students - 27

SIXTH YEARFall 1963 and Spring 1964

Humanities I
Humanities II
Mathematics - Science II
Mathematics III
Psychology
Science-Mathematics
Social Studies I
Social Studies II

Total Students - 198 (Fall 1963)
196 (Spring 1964)

Note: All seminars ran a full year except Psychology. 30 students were in the fall Psychology Seminar, and 28 different students attended in the spring.

Summer 1964

Great Issues in American Government
Art-Aesthetics & Painting Composition
The Negro in American Literature
Medieval Europe
Geology

Total Students - 81

SEVENTH YEAR

Fall 1964 & Spring 1965

Humanities I (Communication in the Arts)
Humanities II (Arts for Moderns)
Mathematics
Psychology
Science I (Biology)
Science II (Earth Science)
Social Studies I (Intro. to the Soc. Sc.)
Social Studies II (Problems in 19th
Century America)

Total Students - 194 (Fall 1964)
199 (Spring 1965)

Note: All seminars ran a full year except Psychology. 29 students were in the fall Psychology Seminar, and 34 different students attended in the spring.

Summer 1965

Exploring Music
Workshop in Creative Writing
Art-Oil Painting
Workshop in Television Production
Critical Elections in American History
Introduction to Philosophy
Intermediate French
Invitation to Sociology
Probability and Statistics
Geology

Total Students - 186

EIGHTH YEAR

Fall 1965

Data Processing
Humanities I
Humanities II
Mathematics
Psychology
Science I (Biology)
Science II (Earth Science)
Social Studies I
Social Studies II

Total Students - 234

Spring 1966

Humanities I
Humanities II
Mathematics
Psychology II
Science I (Biology)
Science II (Earth Science)
Social Studies I
Social Studies III

Total Students - 204

Summer 1966

Art-Oil Painting
French Conversation
The Negro in American Literature
Workshop in T. V. Production
Probability & Statistics
Chinese Civilization
Civil Rights & Liberties
Anthropology
Ecology of Vertebrate Animals
Geology

Total Students - 184

NINTH YEAR

Fall 1966

Data Processing
Communication in the Arts
Arts for Moderns
Mathematics Vignettes
Psychology
Biology
Earth Science
Diplomatic History
Nations of Africa

Total Students - 237

Spring 1967

Communication in the Arts
Arts for Moderns
Mathematics Vignettes
Psychology, Section A
Psychology, Section B
Biology
Earth Science
Diplomatic History
Nations of Africa
Expository Writing, Section A
Expository Writing, Section B

Total Students - 280

Summer 1967

Wood Sculpture
Philosophy in Literature
Psychology of Groups
The Music of India
Contest Problems in Mathematics
Psychology Applied to Life & Work
The Teaching Profession
Chemistry
Geology
Anthropology & Archaeology

Total Students - 154

TENTH YEAR

Fall 1967

Data Processing
Communication in the Arts
Expository Writing
Mathematics Vignettes
Psychology, Section A
Psychology, Section B
History of the U.S. 1928-1945
Problems of Contemporary Latin America
Biology
Organic Chemistry

Total Students - 215

Spring 1968

Communication in the Arts
Expository Writing
Mathematical Vignettes
Psychology
History of Modern Russia
Current Economic Problems
Earth Science
Space Science

Spring 1968

Total Students - 167

Summer 1968

Psychology of Propaganda
Writing Fiction/The Short Story
Conversational French
Psychology of the Self
Basic Aviation Ground School
Economics
Geology
Canada Today

Total Students - 131

ELEVENTH YEAR

Fall 1968

Biology Techniques
Century 21
History of the Black Man in Amer.
Computer Processing
Mathematics
Organic Chemistry
Psychology, Section A
Psychology, Section B

Total Students - 228

Spring 1969

Mathematics
Psychology, Section A
Psychology, Section B
Expository Writing
People & Politics of Urban Amer.
Space Science
Thinking About Literature
Wood Sculpture

Total Students - 155

Summer 1969

Effective Study Skills & Increasing Reading Speed
Critical Thinking: Building a Personal Philosophy & Psychology of the Self
Fencing & Archery
Swimming Symposium
Archaeology
Psychology of Propaganda
Creative Communications for Jr. High School Students

Summer 1969

Total Students - 86

TWELFTH YEAR

Fall 1969

Biology
Crime, Criminals & Prisons
History of the Black Man in Amer.
Intro. to Oriental Philosophies
Intro. to the Theater
Latin America
Literature That Looks Ahead
Organic Chemistry
Psychology
Psychology of the Self

Total Students - 185

Spring 1970

Cast Metal Sculpture
Crime, Criminals & Prisons
Geology
Intro. to Biochemistry
Intro. to Logic
Psychology
Psychology of the Self
Sexuality & Social Responsibility
Psychology (Given by telephone to
Hunter-Tannersville C.S.)

Total Students - 151

Summer 1970

Archaeology
Art: Imagery of the 70's
Awareness & Words: A Seminar in
Song, Poetry, Journal Writing
and the Media
Psychology of the Self
Workshop in Theater Production

Total Students - 105

THIRTEENTH YEAR

Fall 1970

Twentieth Century Art
Biology Lab Techniques
Data Processing
Educational Psychology
Human Genetics

Fall 1970 continued.....

Music Appreciation
Organic Chemistry
Psychology of the Self
Richard Farina
Urban America

Total Students - 216

Spring 1971

A Search for Values & a Quest
for Identity
Biology Lab Techniques
Bob Dylan
Psychology of the Self
Topics in Astronomy
Writers' Workshop: Song Lyrics

Total Students - 140

Summer 1971

Archaeology-Man-ape to Modern Man
Biochemistry
Film-Making Workshop
Psychology of the Self

Total Students - 60

FOURTEENTH YEAR

Fall 1971

Biology Lab Techniques
College Reading & Study Skills
Conversational German
Film Making & Still Photography
Lab Techniques in Genetics
Oriental Philosophies
Psychology of the Self
Song & Society of Today
Television Studio Techniques
Yoga

Total Students - 238

Spring 1972

Animation in Film
Biology Lab Techniques
Educational Psychology
Film Making & Still Photography
Philosophy of Freedom
Psychology of the Self
Television Studio Techniques
Yoga vs. Drugs
Italy (Rome & Florence) 27 students

Spring 1972 continued....

Total Students - 216

Summer 1972

Psychology of Sleeping & Dreaming
Oriental Cookery-The Royal Cylinary
Art of China, Japan, Pakistan,
Ceylon and India

Total Students - 30

FIFTEENTH YEAR

Fall 1972

Television Studio Techniques
Lab Experiences in Biology
Yoga
Oriental Cookery
Filmmaking
Motion Picture Survey
Orientation to College
German
Psychology of the Self

Total Students - 170

Spring 1973

England-37 students
Italy(Rome & Florence) - 30 students
England(The Humanities & Our Heritage)
Body Language
Psychology of Sleeping & Dreaming
Modern China
Metal Casting of Sculpture
Filmmaking & Still Photography
Television Studio Techniques
Electronic Calculators
Ecology
Interesting Classics

Total Students - 289

SIXTEENTH YEAR

Fall 1973

Psychology of the Self
Creative Posters
Body Language
Biology
Intro. to the Theater
Foreign Cooking

Fall 1973 continued.....

Still Photography
Television Studio Techniques

Total Students - 173

Spring 1974

England - 26 students
Italy (Rome & Florence) 32 students
England (The Humanities & Our
Heritage)
Psychology and You
International Culture & Cookery
Television and Filmmaking
Still Photography
Intro. to the Theater

Total Students - 212

SEVENTEENTH YEAR

Fall 1974

International Culture & Cookery
Philosophy, Psychology & Yoga
Psychology of the Self
German
Body Language
Still Photography
Creative Writing Workshop

Total Students - 149

Spring 1975

England - 23 students
Italy(Rome & Florence) 28 students
England(The Humanities & Our
Heritage)
Creative Writing Workshop
Psychology of the Self
Philosophy, Psychology & Yoga
Computer Programming(2 sections
(Hartwick College & SUCO)
Off-Loom Weaving(Hartwick College)

Total Students - 219

EIGHTEENTH YEAR

Fall 1975

International Culture & Cookery
Psychology of the Self
Intro. to the Theater

Fall 1975 continued....

Music Theory
German
Computer Programming
Creative Writing Workshop

Total Students - 129

Spring 1976

American Arts & Crafts
Athletic Training
Computer Programming
Creative Writing Workshop
Jazz & Modern Dance
Lessons in Meditation
Music Theory
Psychology of the Self
Science, Society & Technology
Still Photography

Total Students - 188

NINETEENTH YEAR

Fall 1976

Short Fiction & Creative Writing
Psychology of the Self
Still Photography
Computer Programming Workshop
Speak Some Latin, Read Some Latin
Write Some Latin

Total Students - 86

Spring 1977

Persuasion & Public Speaking
Computer Programming Workshop
Gymnastics
Karate
Psychology of the Self
The Ice Age (held at Grand Gorge
Occ. Center)

Total Students - 88

TWENTIETH YEAR

Fall 1977

Computer Programming
Psychology of the Self
Meteorology
Karate

Fall 1977 continued.....

Creative Writing
Conversational German

Total Students - 109

Spring 1978

Karate
Fencing
Psychology of the Self
Computer Programming
College Library & College
Orientation
Jewelry & Silversmithing

Total Students - 121

TWENTY FIRST YEAR

Fall 1978

Biology
German
Computer Technology
Karate & Self Defense
Introduction to College

Total Students - 85

Spring 1979

Anatomy of A Hospital
Computer Technology
How To Study for Standardized Tests
Karate & Self Defense

Total Students - 109

TWENTY SECOND YEAR

Fall 1979

Anatomy of A Hospital
Computer Technology
Creative Writing
How To Study & Prepare For Standard-
ized Tests
Karate & Self Defense

Total Students - 95

Spring 1980

Computer Technology
German

Spring 1980 continued....

How To Study & Prepare For
Standardized Tests
Karate & Self Defense
History of American Popular Music
Psychology of the Self

Total Students - 141

TWENTY THIRD YEAR

Fall 1980

How To Study & Prepare For
Standardized Tests
Karate & Self Defense
Psychology of the Self
Anatomy of A Hospital
Computer Technology (Beginning
& Advanced)
Come To The Theater

Total Students - 150

Spring 1981

Improving Writing Skills for the
College Bound
Conversational German
How To Study & Prepare For
Standardized Tests
Karate & Self Defense
Intro. to Computer Science
(Beginning & Advanced)

Total Students - 101

TWENTY FOURTH YEAR

Fall 1981

Secondary Program: (Grades 7-12)

Journalism - Myths & Methods
Anatomy of A Hospital
Karate & Self Defense
Intro. to Computer Science &
FORTRAN Programming
Basic Guitar
Computer Programming with Ap-
plication to Business Math
Sports Medicine

Total Students - 118

Fall 1981 continued....

Young Learner's Program Begins:
(Grades 3-6)

French (2 sections)
Greek Mythology
Habitats (Science)

Total Students - 95

Spring 1982

Secondary Program (7-12)

Write It Simply
Intro. to Computer Science &
FORTRAN Programming
Computer Programming-BASIC-Micro-
computers
How To Study & Prepare For Standard-
ized Tests
Karate & Self Defense
Sports Medicine

Total Students - 115

Young Learner's Program (3-6)

Chemistry (2 sections)
Art
Microcomputers
Roots(History-Storytelling-2
sections)
Environment (2 sections)
French I (3 sections)
French II

Total Students - 203

TWENTY FIFTH YEAR

Fall 1982

Secondary Program (7-12)

Anatomy of A Hospital
Conversational German
How To Study & Prepare For Standard-
ized Tests
Intro. to Interactive Computer
Programming
Journalism-Myths & Methods(5 wks.)
Karate & Self Defense
The Excitement of Chemistry

Total Students - 155

Fall 1982 continued...

Young Learner's Program (3-6)

Conversational French I
Conversational French II
Creative Writing
Music
Culture of India
Nature
Creative Problem Solving
Computers
Chemistry

Total Students - 196

Spring 1983

Secondary Program (7-12)

How To Know In Advance What Will Be
On A Test Without Cheating: Strat-
egies For Getting Good Grades And
Preparing For College
Scuba Diving & Underwater Photography
Karate & Self Defense
How To Study & Prepare For Standard-
ized Tests
Sports Medicine For High School
Students
Write It Simply
The World of Computers(2 Sections)
Intro. To Computer & FORTRAN Pro-
gramming

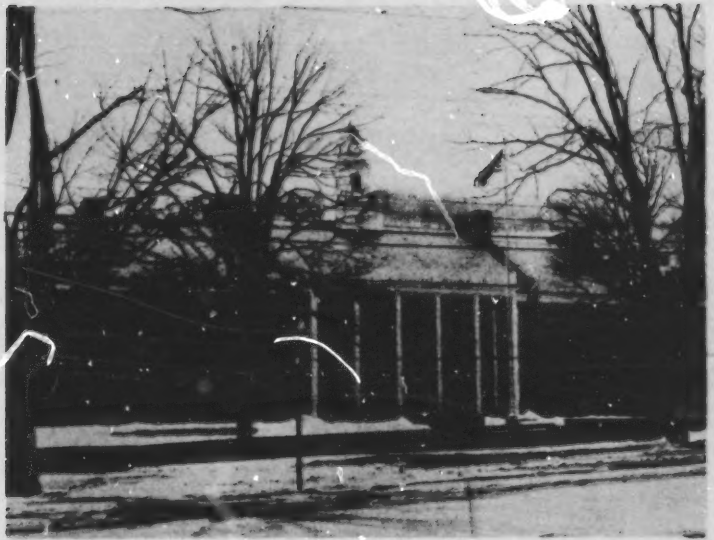
Total Students - 237

Young Learner's Program (3-6)

Computers (6th grade only)
Fun With Chemistry (5-6 grades only)
Enrichment & Exploration(Writing, The
Fun & Fundamentals of Music Making,
Adventures In Storytelling, Experi-
ments in Science)
Archaeology-The Dawn of Civilization
Sign Language
Theater Appreciation
Sight, Sensation & Sound
Creativity
French I & II

Total Students - 287

**SATURDAY SCHOLARS
COME FROM SCHOOLS
LIKE THIS.**



**TO THE
FINE ARTS BUILDING**

**AND THIS CLASSROOM
BUILDING - AT
STATE UNIVERSITY OF
NEW YORK AT ONEONTA**

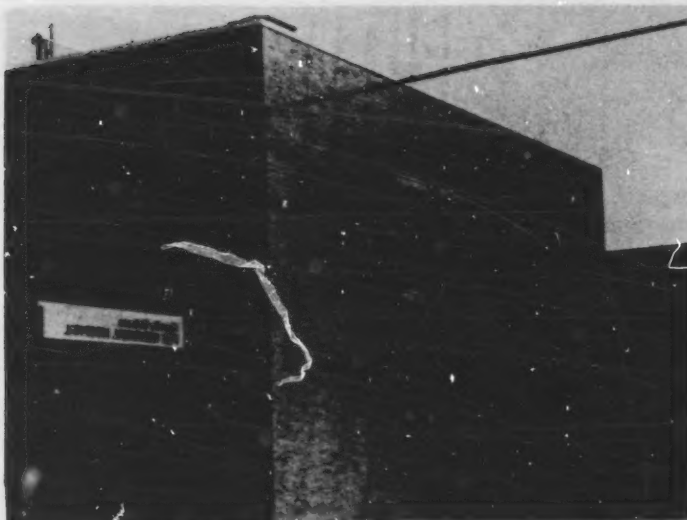


FINE COMMUNITY SUPPORT

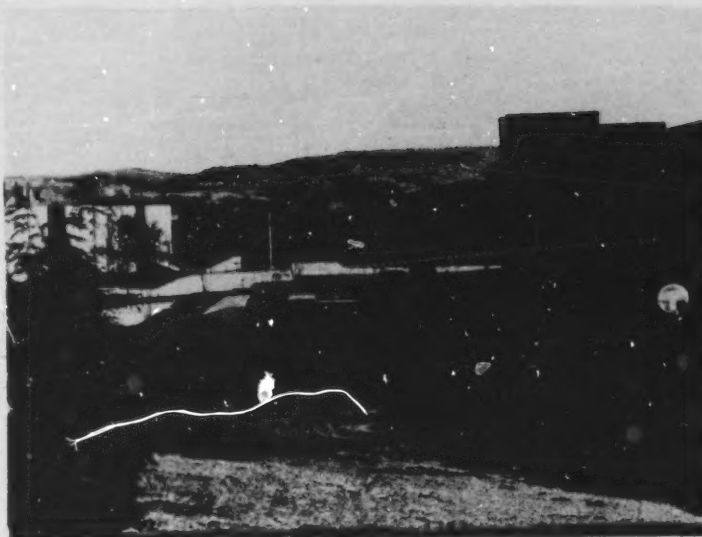


FROM HARTWICK COLLEGE
Which has helped in several of
our offerings

FROM THE NEWSPAPER
Journalism and write it
simply seminars

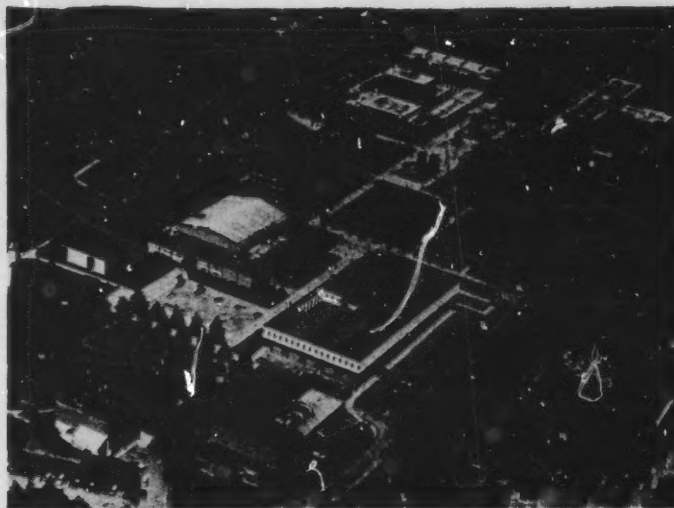


**FROM THE LOCALE OF
OUR ANATOMY OF A
HOSPITAL SEMINAR**



THE QUAD
State University of
New York at Oneonta

**AREAL VIEW OF CAMPUS
SUCO**



LEWIS CURTIS
A Social Studies Class
Fall, 1960

**MUSIC FOR A SATURDAY
MORNING**

John Mazarak, instructor
Fall, 1960



GEORGE ZIMMERMAN
Gives pointers to painters
Summer, 1965

GOLDFINCH NEST
Biology Seminar with
John New, 1965





SOME OF THE FOUNDING FATHERS

Including (L. to R.) Gene Wieand, Tom O'Neill, Ed Burke, Royal Netzer, Jim Sampson

EVELYN LOWER,
ROBERT PORTER,
LARRY HELDMAN



John Wilcox, CASSC Executive
Secretary
1965-1967



A SUMMER BREAK-IN THE 60's

HISTORY OF CHINA
Social Studies
Ignatius Ts'ao
Spring, 1966



SOMETHING NEW WAS
ADDED IN OUR
SUMMER, 1966 PROGRAM

MORE HANDS ON EXPERIENCE



**ECOLOGY OF VERTEBRATE
ANIMALS**

**Gary Holway, instructor
Summer, 1966**

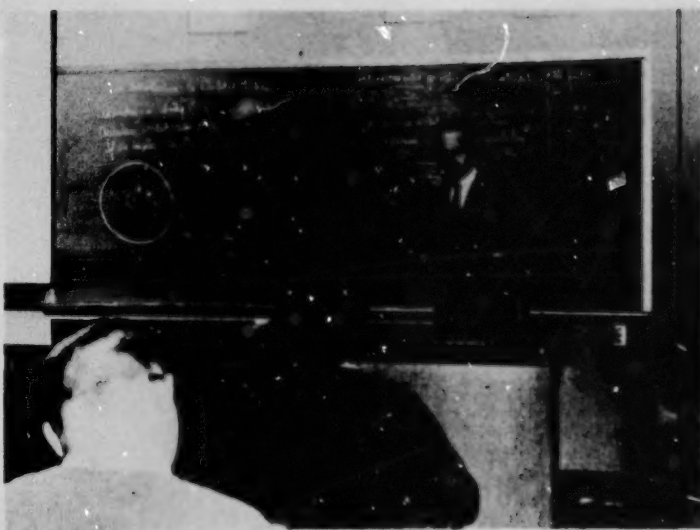
**DATA PROCESSING &
COMPUTER CLASS**
Steve Sheriff of IBM
instructor
Fall, 1967





ATTENTION TO ATOMS
Paul Koehn, instructor
Chemistry
Fall, 1967

SPACE SCIENCE
with John Truman
Spring, 1968



**CENTURY 21-FOODS OF
THE FUTURE**
Julia Kilpatrick, Home Ec. Dept.
instructor
Fall, 1968

LOOKING AT THE ROCKS
Geology
Ira Dubins, instructor
Spring, 1970



TEACHING BY TELEPHONE
Oneonta to Tannersville
Jeff Dean
Spring, 1970

**STUDENT, SKINNER BOX,
& FRIEND**
Psychology of the Self Seminar
Spring, 1970





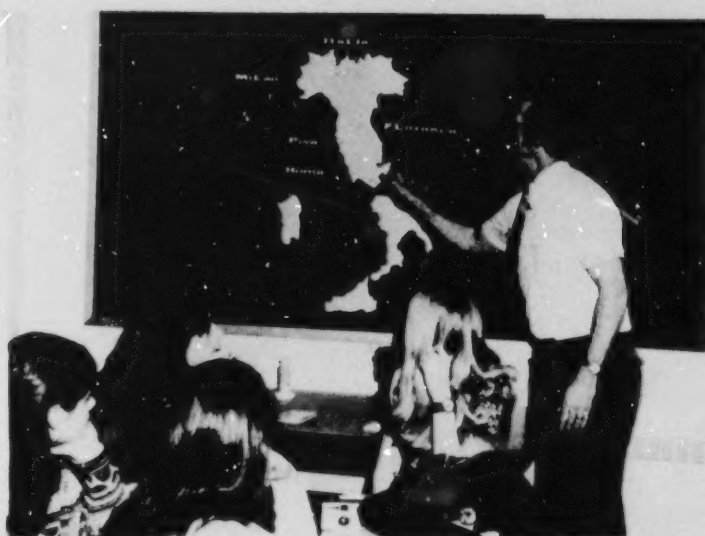
**SAME SEMINAR, SAME DATE,
DIFFERENT CAST**

**FILM MAKING & STILL
PHOTOGRAPHY**
Charles Winters, instructo
Spring, 1972



MORE PHOTOGRAPHY
Spring, 1972

A NOI ROMA!
Mr. & Mrs. Wellington Lester
Hancock
Tom Braccio
Bainbridge
Spring, 1972



ORIENTATION SESSION FOR ITALY
Nick Barberio, instructor
Spring, 1972

IT CAN BE FUN!
Metal Casting of Sculpture
Ernest Mahlke, instructor
Spring 1973



READY AT KENNEDY
For the first England Seminar
Spring, 1973

Vol Mason,
South New Berlin
on extreme right
Marlene Wilklow
Sidney
on extreme left



TRY IT ON
Introduction to the theatre
Ted Kottke, instructor
Spring, 1974

GYMNASTICS SEMINAR
Spring, 1974



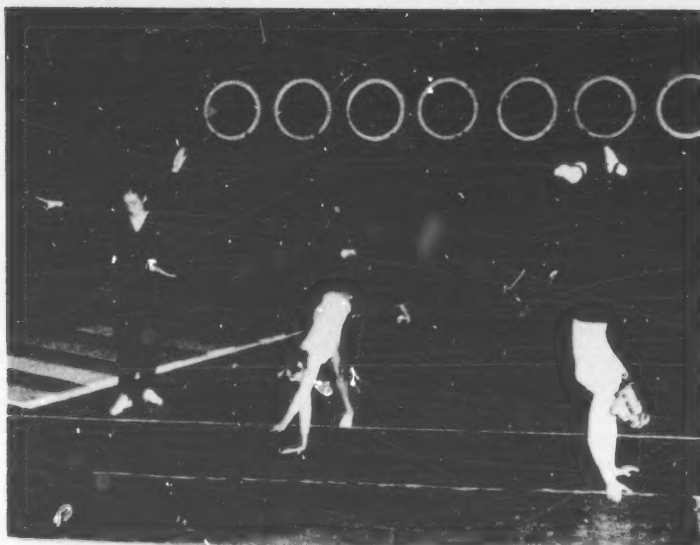


LET THERE BE LIGHT!

MAKEUP TIME!

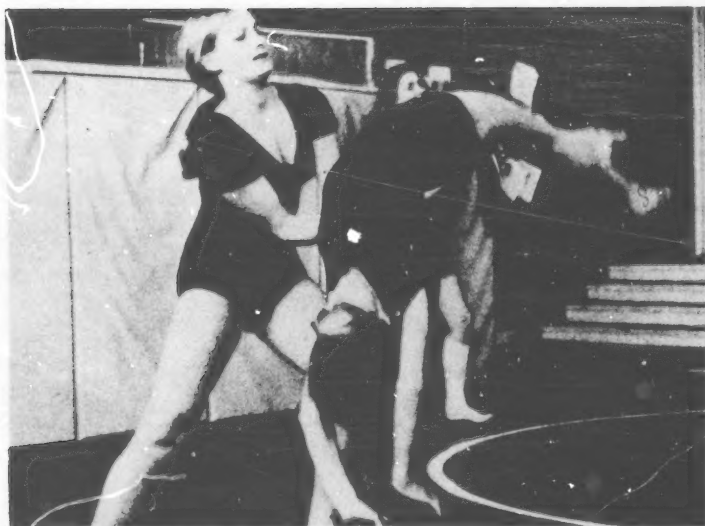
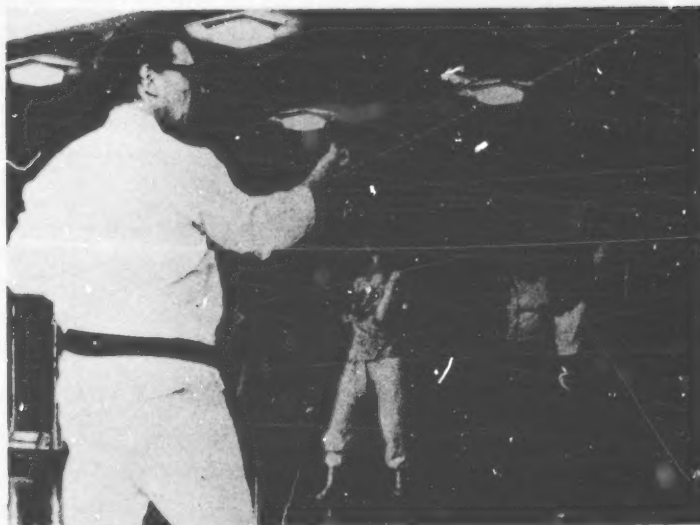


FROM EAST TO WEST
International Culture &
Cooking
Mrs. Ram B. Ram, instructor
Spring, 1974



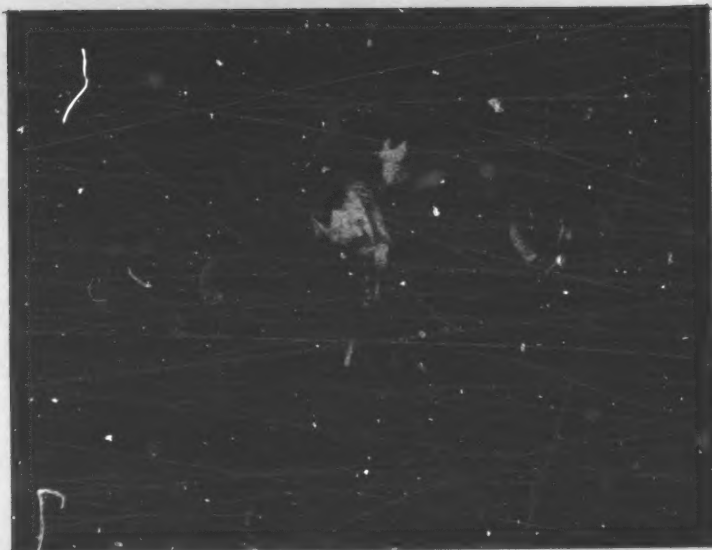
SEE MA, TWO HANDS!

TIPS FROM A BLACK BELT
 Karate & Self-defense
 Roy Colonna, instructor
 Spring, 1977



A FLIP, WITH HELP
 Spring, 1977

PUT YOUR LITTLE FOOT...
Spring, 1980



**HISTORY OF AMERICAN
POPULAR MUSIC**
Spring, 1980

**HIER SPRICHT MAN
DEUTSCH**
Conversational German
Peter Macris, instructor
Spring, 1980





YOUNG GUITARISTS
 Harriet Amar, instructor
 Fall, 1981

SPORTS MEDICINE FOR HIGH SCHOOLERS

Celie Smith, instructor
 Fall, 1981



ICI NOUS PARLONS FRANCAIS
 A Young Learners Seminar
 Bill Ryall, instructor
 Worcester Central School
 Spring, 1982

**THE EXCITEMENT OF
CHEMISTRY**
Fall, 1982

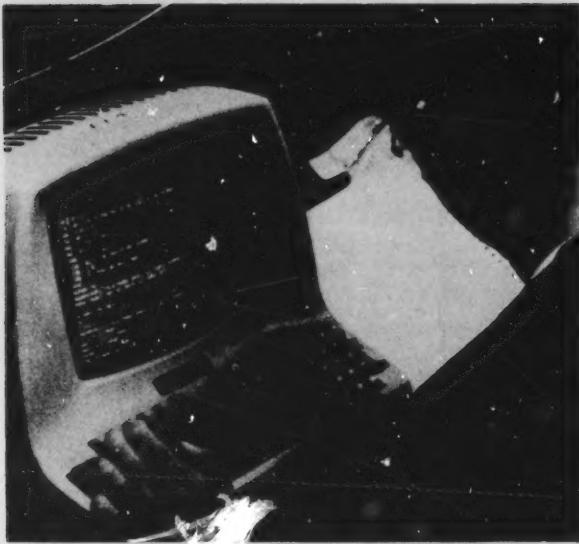


A BEGINNER'S EXPERIMENT
Fall, 1982

**WE JOIN THE INFORMATION
EXPLOSION.**

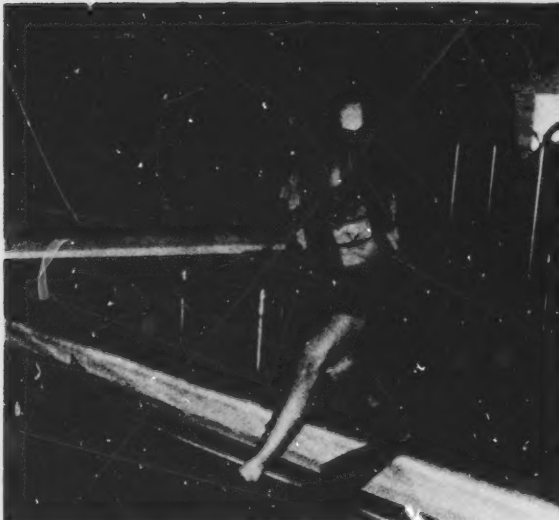
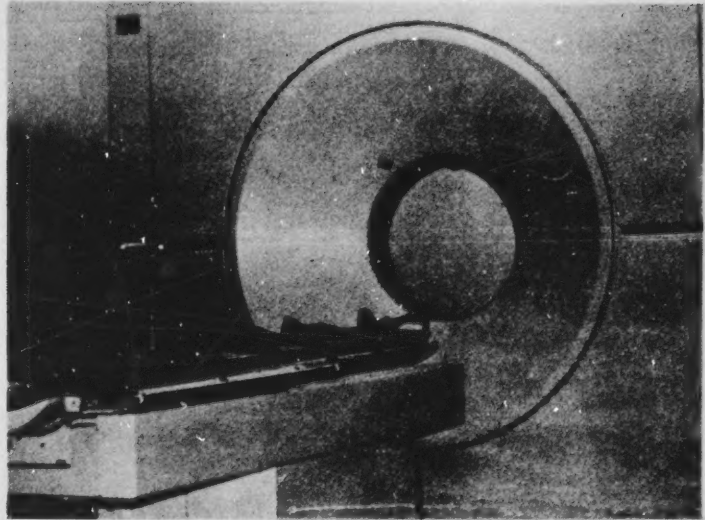
Introduction to Inter-active
Computer Programming
Jim Greenberg, instructor
Fall, 1982





500 BEGIN

Our Students saw the hospital's
new (1982)
CAT Scanner
(computer automated tomography)



POINT OF NO RETURN
Scuba Diving and Underwater
Photography Seminar
Spring 1983

A KNOTTY UNDERWATER
PROBLEM



OUR NOTES ARE ALL WET!

PART OF THE LINEUP
WAITING FOR 12 O'CLOCK

